

## Program Participation and Attendance Collection Trainings

### Questions and Answers

#### Test Window Count Date

- 1) In the past we had reported our attendance and participation info as of the last day of our school's **test window**. Our district has an early out on March 28, the last day of the state's test window. Some districts have spring break, or are out for sporting events. If we are required to report as of the last day of the state's test window, our attendance and participation rates will drop and will not show an accurate representation of the students who participated.
  - a. Based on the input received from the Pilot schools, the OPI has removed the requirement that schools use the last day of the state's test window (March 28<sup>th</sup>), and will allow schools to report their program participation, attendance, and aggregate hours on the last day of their school's testing window. If a student is not scheduled for classes on the Testing Count date, report attendance on the next regularly schedule school instruction day for the student. Schools will need to enter the date of their last day of testing in the Testing Count Date field in AIM under System Administration>Calendar>Calendar. The training descriptions and presentations have been updated to reflect this change. Please refer to the training tutorials/presentations for additional information on entering the Testing Count Date.
- 2) What is the **last day of the test window**? Does it include ITBS? Does it include make-ups?
  - a. This is the CRT test window. It does not include the ITBS testing. This is the last day that a CRT was given at the school which includes make-up tests. A district can declare a district-wide date (last day of tests given in the district). This date must be entered in the school's calendar under System Administration>Calendar>Calendar in the field **Test Count Date**.
- 3) What **test** do we need to collect data on the last day of its testing window?
  - a. CRT or Criterion Reference Test. This year the CRT testing window for the state is March 5 to March 28, 2007.

#### Test Absent

- 1) What grades need to be tested and **what grades do we need to take attendance** for?
  - a. **REVISED** Grades 3-8 and 10 must be tested. Attendance needs to be collected and reported in AIM for **all** grades (PK-12).
- 2) How do we **report attendance** for a student who is absent on the last day of the test (makeup day) window, but took the test earlier in the month?
  - a. Report that the student was absent on the count day. The attendance reported here is for calculating an attendance rate, not a test participation rate.
- 3) How do I report an absence for a **half day kindergarten** student (in the **test absent** field)?
  - a. A half day kindergarten student who is absent for the entire half-day kindergarten day should be reported as 1.0 absent. They are absent for their

entire school day. If they are not scheduled to be in school (kindergarten at the school runs every other day, for example) the attendance should be taken on their next regularly scheduled day of the student's instruction.

### **Testing Aggregate Hours of Instruction**

- 1) If a student transferred into the school four days ago, how do I complete the **aggregate hours of instruction**?
  - a. If the student is enrolled in a full-time program (has a full day of classes) at your school report the student as a full-time student. However, on the student's test booklet you would mark that the student has not been enrolled in the school and/or district for the entire year.
- 2) Can you explain **Aggregate hours** and how to calculate them?
  - a. Aggregate hours are defined as the hours of pupil instruction for which a school course or program is offered or for which a pupil is enrolled.

*(20-1-101, MCA)*

F = 720 + aggregate hours = full time enrolled

T = 540 to 719 aggregate hours =  $\frac{3}{4}$  enrolled

H = 360 to 539 aggregate hours =  $\frac{1}{2}$  enrolled

Q = 181 to 359 aggregate hours =  $\frac{1}{4}$  enrolled

N = 0 < 180 aggregate hours = 0 enrolled

**NEW** Aggregate hours are calculated and reported the same for all grades, PK-12, however the minimum aggregate hour requirements vary by grade level.

*Minimum aggregate hours* = Total hours of pupil instruction provided per school year. Pupil instruction does not include lunchtime or unstructured recess. The minimum aggregate hours of pupil instruction per grade level are:

- Kindergarten = 360 hours
- Grades 1-3 = 720 hours
- Grades 4-12 = 1080 hours

*(Annual Data Collection Glossary)*

*Here are some examples of how to calculate aggregate hours:*

- **REVISED** A student is enrolled for four 50-minute class periods. Assuming there are 180 days in the school year, the annualized hours of instruction for this student is: 4 classes  $\times$  50 min. = 200 min  $\div$  60 min = 3.33 hours per day  $\times$  180 days = 600 aggregate hours. This student is enrolled at  $\frac{3}{4}$  time (T).
- A student is enrolled for four 40-minute class periods, which includes a study hall. Assuming there are 180 days in the school year, the annualized hours of instruction for this student is: 4 classes  $\times$  40 min. = 160 min  $\div$  60 min = 2.667 hours per day  $\times$  180 days = 480 aggregate hours. This student is enrolled at  $\frac{1}{2}$  time (H).
- A student is enrolled for six 50-minute class periods, which includes two Advance Placement (AP) courses. Assuming there are 180 days in the

school year, the annualized hours of instruction for this student is:  
 $6 \text{ classes} \times 50 \text{ minutes} = 5 \text{ hours per day} \times 180 \text{ days} = 900 \text{ aggregate hours}$ . This student is enrolled full-time (F).

- 4) How do I report aggregate hours for **half-day kindergarten**?
  - a. You would calculate and report the aggregate hours the same way you do for the other grades. For example:

*Please contact the OPI for more information on how to calculate the aggregate hours for complex situations.*

## **Title I**

- 1) Some schools are designated as having a **school-wide Title I program**. Do we indicate Title I participation for 100% of the students in these schools?
  - a. Yes.
- 2) **REVISED** Our school has a school-wide Title I program. What subject/instructional services area do we report for a student?
  - a. Some schools may provide Title I instruction in just Reading and/or Math, while others provide Title I services in all instructional areas. You should consult with the Title I program director at your school to determine the instructional areas.

## **Other Programs**

- 1) What is the **21<sup>st</sup> Century Program**?
  - a. **REVISED** The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The purpose of the program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children. If you have additional questions regarding this program, please contact Joice Franzen at 444-1964 or Sandi Smith at 444-3519.
- 2) We have already provided the **21<sup>st</sup> Century Program** with all the students who participate. Our local SIS does not track that program, so it would be time consuming to go back and re-report this data. Is it possible to just get the list of 21<sup>st</sup> Century Participants from the OPI program staff?
  - a. Unfortunately, no. We would need the state student ID to be able to match up the data. We apologize for the duplicate reporting, and understand and appreciate that it does require extra effort on the district's part as we move to implementing this student level information system.
- 3) What is a **displaced homemaker**?
  - a. This field is not one we will be collecting at this time. Please disregard this.
- 4) **NEW** What is **McKinney Vento**?

- a. The McKinney-Vento program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. If you have additional questions regarding this program, please contact Terry Teichrow at 444-2036.
- 5) **REVISED** What is **LEP**?

Limited English Proficient. LEP students are those students who are not achieving academically due to the level of their English language proficiency. If you have additional questions regarding this program, please contact Lynn Hinch at 444-3482.
- 6) **NEW** What is **Title III**?
  - a. The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP students achieve these standards. Title III sub-grants support the efforts of school districts to assist limited English proficient (LEP) students to learn English by using approaches and methodologies that are based on scientifically based research on teaching limited English proficient children and immigrant children. If you have additional questions regarding this program, please contact Lynn Hinch at 444-3482.
  - b. Not all LEP students receive services under Title III. If a student is marked as LEP (either current or former), the Language of Impact and the Date Entered LEP program must also be reported. Title III is reported only if a student receives services that are funded by that program.

### **Special Education**

- 1) Do we report only students who are identified as at least 50% **Special Education** as participating?
  - a. No. You would mark a student who has been identified, and has an IEP as participating in Special Education. No percentage is required for designating as participating.
- 2) Do we, will we ever, need to report **Sp Ed Disability** info?
  - a. We will be implementing a special ed IEP module in the future, this disability information will be included with that implementation.

### **Miscellaneous**

- 1) If a **student transfers** to another school within the district, or to another school system, during the testing, who enters the program participation data?

- a. Please reference the document:  
<http://www.opi.mt.gov/PDF/Assessment/CRT/TA/StudentsWhoMove.pdf>
- 2) I am concerned about the **privacy of the data** – especially free and reduced lunch, and special education. Who will be able to see this data?
  - a. For security and privacy, the authorized representative at your district was given the password. This person may have authorized other users to enter data into the AIM system. Our security process is only informing the district's Authorized Representative (AR) of their AIM username/password. The district's AR can choose to develop their own security process and share their username/password with whomever.
- 3) When can I begin **entering data**?
  - a. You can start entering program participation data 3/12/07, but it has to be accurate as of the last day of your school's testing window. You will need update the data if there are any changes. Attendance data should not be entered until after your school's testing count date (the last day of your schools testing window, including make up tests).
- 4) What does **CSV** mean?
  - a. A comma separated file.
- 5) What does **TSV** mean?
  - a. A Tab delimited file.
- 6) What is the **direct entry** training about?
  - a. This training shows you how to enter the data for each student individually. You would use this method if you have a very small district and don't want to do the file upload, or if you are making changes to individual student records.
- 7) Can we do **direct entry for part of this submission and a file upload for the rest**?
  - a. You can. But, you'd want to upload first and then do the direct entry pieces after the upload. The Program Participation upload of a student will overwrite any of the Program Participation direct entry that you've already done for a student.
- 8) How do I enter this information for a **student that transferred** into my school? How do I end the student's enrollment at the other school? Doesn't the other **enrollment** need to end before I enroll the student? The student has the other school's state ID number how do I get a **new number assigned**?
  - a. **REVISED** You would use the Student Locator to determine if the student had already been assigned a state student ID. Next, you would enter a new enrollment record for the student at your school. The previous school will need to enter an enrollment end date in their enrollment record for that student. This does not need to be done prior to the new enrollment. The state student ID previously assigned to the student will follow that student to each school he or she enrolls in. The new school may assign a new local student id.